

Behaviour Policy

ST ANN'S C.E. PRIMARY SCHOOL
& NURSERY



Behaviour Policy

Reviewed – SUMMER 2026

Behaviour Policy

St. Ann's CE Primary School Mission Statement

St. Ann's Church of England Primary School is one of the family of church schools within the Liverpool Diocese. Our welcoming school is at the heart of the community and is distinguished by its nurturing ethos which is underpinned by Christian values.

Excellent teaching makes learning exciting and accessible for all and we challenge our children to develop a love of learning and to reach their full potential.

Throughout their school journey we encourage children to grow as resilient individuals who aspire to search out and grasp all of life's opportunities, making wise choices in order to build a positive future for themselves and others. Our vision is that our children leave the school as compassionate citizens who respect the rights, beliefs and individuality of others.

Equality Statement

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At St. Ann's C.E. Primary School, equality is a key principle for treating all people the same as we believe that every human being without exception has innate dignity, being made in the image of God.

Aims and Philosophy

- To promote positive attitudes and positive self-images for all individuals
- To create a happy, calm and safe environment for all our children
- To promote respect for other children, adults and property.
- To provide strategies for teaching staff, MDAs, parent helpers etc., to ensure consistency of approach, so that children do not receive mixed messages
- To enable all children to take an active part in the process, developing self-control and encouraging children to take responsibility for their own actions.
- To ensure our behaviour policy is underpinned by the school Christian Values.

Policy in action

These aims form the basis of our school rules and reflect our Christian values:

We want our pupils to be:

- **Respectful** of each other, ourselves and the world around us, having reverence of what God has created.
- Inspiring to each other; giving each other **hope** and encouragement, setting a good example to others.
- Independent and resilient learners who demonstrate **perseverance**; keeping on trying and not giving up. They seek help from others and resources available, showing honesty.
- Caring. They understand the feelings of others, wanting to help, showing compassion, **forgiveness and reconciliation**.
- Confident in their own abilities and willing to try new things, confident in those around themselves, **trusting** others.

Behaviour Policy

- Responsible for their own actions and to have an awareness of the impact of their actions on others.
- Supportive, warm, friendly and caring. They show love and friendship towards others at all times and promote resolution of conflict with their peers; they are **peacemakers**.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Education and Inspections Act 2006.

Health Act 2006.

The School Information (England) Regulations 2008.

Equality Act 2010.

DfE (2013) *Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies*.

DfE (2015) *Special Educational Needs and Disability Code of Practice: 0 to 25 Years*.

DfE (2018) *Mental Health and Behaviour in Schools*.

DfE (2024) *Behaviour in Schools: Advice for Headteachers and School Staff*.

DfE (2023) *Searching, Screening and Confiscation*.

DfE (2025) *Keeping Children Safe in Education*.

- DfE(2026) *Restrictive interventions, including use of reasonable force, in schools*

DfE (2026) *School Suspensions and Permanent Exclusions*.

HM Government (2023) *Working Together to Safeguard Children*. (This is now routinely referenced in behaviour and safeguarding policies.)

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Restrictive Interventions Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

Behaviour Policy

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty and to address any barriers to any pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

Behaviour Policy

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment and consistently following whole school procedures.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant staff up-to-date with any changes in behaviour, including:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community, including following school rules and doing as staff ask.
- Reporting any unacceptable behaviour to a member of staff.

Parents/ carers will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of banned items

Behaviour Policy

- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, discriminatory remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of an additional staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment despite reminders
- Refusing to complete home learning tasks
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour or its repetitive nature.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour – The Behaviour curriculum

A positive culture within school where children and staff show mutual respect is vital for learning to take place. Positive relationships are key to this where all stakeholders, especially children feel valued and are encouraged to achieve well in all aspects of school life. Positive behaviour is taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum focuses on defining positive behaviour and making it clear what this looks like, including the key habits and

Behaviour Policy

routines required by the school, e.g. lining up quietly outside the classroom before entering. Children are taught that their positive behaviour impacts the whole school community and ensures that our school is a welcoming, safe and happy place to be.

Golden Rules:

Listen

Follow instructions first time

Show Respect

Try your best all the time

Routines are used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, are made to ensure they meet behaviour expectations. Consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour. Furthermore, across school there is a consistent use of counting down from 5 to 0 with actions and an expectation that when this is being done children will join in and be ready to listen to an adult's instructions by 0 or clapping to gain attention with children copying the clapping rhythm. This is introduced to children in Nursery and used consistently to Year 6 during lessons, at playtime and lunchtime to gain children's attention.

In Autumn each class spend time focussing upon the school Golden Rules in class. This focus is repeated at the beginning of each school term to remind the children of the importance in having a positive environment across school.

Circle Time/Heart Smart

Circle time / Heart Smart helps to develop a sense of community and promotes living well together. It marries well with our Christian Values and is used throughout school to introduce, support and reinforce positive behaviour towards self and others, particularly in terms of character, resilience, and emotional health. For example, one of its fundamental principles is to enable pupils to disagree well and to practice forgiveness and reconciliation. These sessions give children opportunities to speak and be heard, to share thoughts and feelings, to give and receive praise and to express concerns or worries. It also provides opportunities to reinforce the school rules, class rules and appropriate behaviour.

In addition to the planned Heart Smart session each week, the language, terminology and messages are reinforced as appropriate throughout each school day. These five themes are repeated and developed as the children progress through school.

Don't forget to let love in

Too much selfie isn't healthy

Don't rub it in, rub it out

This is me

No way through isn't true.

Rewards for good behaviour and good work

We aim to reward all our children who keep the school rules, by working hard and behaving in a caring and considerate manner. We endeavour to "Praise in Public and reprimand in private", However, there are occasions when it is more appropriate to praise a child privately or when a pupil needs to be spoken

Behaviour Policy

to about a misbehaviour in a more public arena – it is important that children understand that their actions matter.

In addition to smiles and words of praise, we award Dojo points and stickers. We present certificates each week for special achievements including showing our school Christian Values. We invite the parents of children who are receiving a special certificate to our Celebration Assembly each Friday, so that they too can share in their child's achievements.

Dojo Points are awarded for having a good attitude to learning, good behaviour throughout the school day and demonstrating the school's Christian Values. In Reception, Dojo Points are collected and prizes are given. The top two scorers each week will be appointed as the Class Captains for the following week. These children are awarded special privileges such as being line leaders, sitting on benches during collective worship and special chair covers, amongst other rewards. From Year 1 our children belong to class houses – Belfast, Cardiff, Edenborough, London. Children's Dojo points are added to the class houses and the overall number of points each house has is shared on a weekly basis. At the end of each term the house with the most points has a reward which is planned for by the school Parliament, one example is a film afternoon.

Nursery

In Nursery words of praise are used alongside stickers for good behaviour. At the end of each session, staff will speak to parents about pupils who have displayed excellent behaviour.

Prize-Giving

At the end of the year we have an **Annual Prize-Giving Evening**, at which rewards and prizes are given out for academic achievement, excellent progress across the curriculum, exemplary citizenship throughout the school year and 100% attendance. This evening is also a celebration of the achievements of the Year 6 cohort throughout their times at St Ann's.

6. Managing behaviour – Behaviour Sanctions

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff consider afterwards how to prevent such behaviour from recurring.

A record of all reported incidents of serious unacceptable behaviour are maintained and analysed regularly, to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Nursery

Appropriate sanctions linked to specific incidents/behaviours (See Nursery Handbook)

1. Verbal reminders: child encouraged to apologise where necessary
2. Removed from activity, inappropriate behaviour explained and good behaviour modelled

Behaviour Policy

3. Calming Chair: used as a discretionary measure to calm behaviour for up to 3 minutes
4. Concerns are shared with parents / carers by the key workers and shared strategies discussed
5. If the behaviour of a child remains a serious concern when additional support and strategies have been implemented and reviewed, the Key Worker and SENCO will discuss with the parents / carers to see whether a referral for external professional support is necessary.
6. Children with specific behavioural needs may need a Additional Needs Plan (ANP) identifying reasonable adjustments, these will be agreed with the SENCO and Key Stage Manager. They will also be discussed with the child's parents / carers. This would mean that they were added to the School SEND register.

Reception

Children begin each session with their names on the Sunshine. Appropriate sanctions linked to specific incidents/behaviours

1. Verbal reminders: child encouraged to apologise where necessary
2. Child is removed from the activity and sits on the thinking chair for up to 5 minutes
3. Child's name is moved from the Raindrop to the white cloud
4. Name moves to a grey cloud
5. Name moves to a black cloud. Parents / carers are informed verbally or by email
6. Concerns are shared with parents / carers by the key workers and shared strategies discussed
7. If the behaviour of a child remains a serious concern when additional support and strategies have been implemented and reviewed, the Key Worker and SENCO will discuss with the parents / carers to see whether a referral for external professional support is necessary.
8. Children with specific behavioural needs may need a Additional Needs Plan (ANP) identifying reasonable adjustments, these will be agreed with the SENCO and Key Stage Manager. They will also be discussed with the child's parents / carers. This would mean that they were added to the School SEND register.

Key Stage 1

Everyone's name starts on a sunshine each morning. Verbal and non-verbal hints / support will be given to support children with their behaviour.

For minor behaviour incidents;

1. Name moves to white cloud as a **reminder**
2. Name on grey cloud as a **warning**
3. Name on black cloud – to show there is a **consequence**. Parents are informed verbally or via a Ping at the end of the day requesting parents to contact school to discuss reason.
4. At the teacher's discretion, depending on the seriousness of the behaviour, a teacher can escalate the incident to the SLT – a pupil would be on a black cloud.
5. Children may be asked to stay in at playtime to complete unfinished work if they have been involved in silly or unacceptable behaviour during lesson time.
6. If a child needs more encouragement to make positive choices or to follow the school rules, they may be given an individual points card (see appendix 1.2). Targets are made in agreement with the child. The SENCo will support class staff to ensure appropriate and reasonable adaptations are made for the child to support any learning needs which may be impacting their behaviour. When a child gains the target amount of points a text message will go to the parent. This ensures children receive the individual level of behaviour support required.
7. If the behaviour of a child remains a serious concern when additional support and strategies have been implemented and reviewed, the Teacher and SENCO will discuss with the parents / carers to see whether a referral for external professional support is necessary.

Behaviour Policy

- 8 Children with specific behavioural needs may need a Additional Needs Plan (ANP) identifying reasonable adjustments, these will be agreed with the SENCO and Key Stage Manager. They will also be discussed with the child's parents / carers. This would mean that they were added to the School SEND register.

Key Stage 2

The children begin each day on the Football Pitch. . Verbal and non-verbal hints / support will be given to support children with their behaviour.

For minor behaviour incidents;

1. The child will have their name put on the first yellow card in their classroom as a **reminder**.
2. The child will move their name to the second yellow card as a **warning**.
3. The child is given a red card – to show there is a **consequence**. A Ping is sent via the office at the end of the day and parents are invited to ring up if they want further information or a discussion with the class teacher.
4. At the teacher's discretion, depending on the seriousness of the behaviour, a teacher can escalate the incident to the SLT – a pupil would be on a red card.
5. The SENCo will support class staff to ensure appropriate and reasonable adaptations are made for the child to support any learning needs which may be impacting their behaviour.
6. Children may be asked to stay in at playtime to complete unfinished work if they have been involved in inappropriate or unacceptable behaviour during lesson time.
7. If a child needs more encouragement to make positive choices or to follow the school rules, they may be given an individual points card (see appendix 1.2). Targets are made in agreement with the child. The SENCo will support class staff to ensure appropriate and reasonable adaptations are made for the child to support any learning needs which may be impacting their behaviour. When a child gains the target amount of points a text message will go to the parent. This ensures children receive the individual level of behaviour support required.
8. If the behaviour of a child remains a serious concern when additional support and strategies have been implemented and reviewed, the Teacher and SENCO will discuss with the parents / carers to see whether a referral for external professional support is necessary.
9. Children with specific behavioural needs may need a Additional Needs Plan (ANP) identifying reasonable adjustments, these will be agreed with the SENCO and Key Stage Manager. They will also be discussed with the child's parents / carers. This would mean that they were added to the School SEND register.
10. Children may have privileges removed if their behaviour does not improve, for example involvement in after school clubs or sports teams
11. With the agreement of parents / carers children may be asked to stay behind after school to complete unfinished work if they have been involved with unacceptable behaviour during lesson time. In this instance the Headteacher or member of the leadership team will discuss this with the parent or carer and agree an appropriate day for the child to stay behind, an appropriate time (beginning with 10 minutes, but up to 30 mins) and how the child will go home following this. Alternatively a parent may agree to come into school to sit with their child either within the classroom or in a designated private area to support their child's behaviour and completion of work.

Behaviour Policy

If the child's behaviour does not improve following the strategies listed above, their parents will be informed that further serious incidents could lead to a consideration of a fixed term suspension. Consequently, if there are repeated incidents of serious unacceptable behaviour, the following actions may be implemented:

- A Behaviour Contract may be put in place between the parents, school staff and the child (where the child has the appropriate understanding).
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out by school, and with parental input, at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour. With the agreement of parents, referrals to outside agencies may be made.
- Where a pupil is identified as having SEMH-related difficulties, an Additional Needs Plan (ANP) will be put in place and the child added to the school SEND Register.
- If the behaviour does not improve SEND support may be put in place from the school's notional SEND budget.
- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension based on available evidence.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

Behaviour Policy

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Time will be taken to identify the reasons for, or triggers for, the behaviour and support with this. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents/carers, including home visits where necessary
- Providing mentoring and coaching (for example ELSA – Emotional Literacy Support Assistant)
- Implementing a points card system
- Behaviour Plans
- LA SEMH Lead Teacher consultation
- Behaviour Contracts
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Positive staff-pupil relationships

Positive staff-pupil relationships are key to developing a calm, orderly school where children feel valued, safe and learn well. The school focuses on forming positive relationships based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. The school will implement reasonable adjustments, where appropriate to support the children's needs. These will be included in Behaviour Plans (de-escalation strategies), EHCPs, Additional Needs Plan, where necessary. Consistent use of strategies is key to ensure these strategies are effective.

Strategies include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Reasonable adjustment of uniform requirements for a pupil with sensory issues or relevant medical condition
- Quiet working spaces

Behaviour Policy

- Sensory equipment
- Soft starts in the morning, or after playtimes
- Training for staff in understanding autism and other conditions
- Trauma and attachment training for staff
- Sensory Circuits

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Early identification/ pre-emptive use of triggers is key to ensure these strategies are effective.

Strategies include, but are not limited to, the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.
- Offering a Fresh Face (alternative member of staff) if necessary

Physical intervention

In line with the school’s Restrictive Interventions Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Identified staff complete annual training through Team Teach and follow guidance using the specific techniques of Team Teach.

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Restrictive Interventions Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance when restrictive intervention has been necessary, the Headteacher or the most senior member of staff in the head’s absence will be informed. Any incident of physical intervention will be recorded and uploaded to CPOMs and reviewed by a senior member of staff who was not involved in the incident. The pupil’s parent or carer will be contacted and invited to come to school to review the incident and the paperwork. These records are monitored termly by the Safeguarding Governor who reports to the Full Governing Body. Following any incident of restrictive intervention, class staff will reflect on the run up to the incident and on whether alternative / additional strategies could be used to prevent this happening in the future.

Behaviour Policy

Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent/carer will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without their parent/carer.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Reflection Time - Working away from the classroom

A member of staff may decide to instruct pupils to work in a different space other than the classroom for a limited period, if their behaviour is disrupting the learning of the other pupils. This is not the same as a Seclusion, as described in section 5 of the Restrictive Interventions Policy.

The pupil will be asked to move to a space that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

This will only happen where absolutely necessary and for the following reasons:

- To maintain and restore stability following an unreasonably high level of disruption
- To allow the pupil to regain calm in a safe space and work without distractions

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not away from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent away from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been working away from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. A member of staff will talk calmly with the pupil and help them to reflect on and improve their behaviour.

Pupils will be permitted to have their playtime snacks and their lunches during the usual times of the school day and may use the toilet as required.

At times children can request, or are offered the option of completing independent work at quiet spaces outside the classroom so that they can concentrate. This may be included as a reasonable adjustment for a pupil with a specific SEMH need. This is not judged to be a Reflection Time and the pupil will be fully involved with the curriculum. Similarly, at times, a pupil is may be out of the

Behaviour Policy

classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

For a very small number of children who have diagnosed neurological conditions, for example ASD, learning that is less structured can heighten their difficulties. In these circumstances reasonable adjustments within the classroom may not always be successful and therefore, with the agreement of parents / carers, an alternative learning option will be put in place, for an agreed period of time, to ensure that they have a full entitlement to a broad and balanced curriculum. An example of this may be using an online music lesson, which addresses similar learning objectives to the learning of the rest of the class, in a quieter area. This will not be judged as a Reflection Time.

As we endeavour to “praise in public and reprimand in private” children may be asked to step out of the classroom for a very short time for a chat with a member of staff about improving their behaviour. They will then return to their work either in the classroom or, if they choose, in a quiet place to help them concentrate. This is not judged to be a Reflection Time and they will not be excluded from any part of the curriculum.

We encourage all children to take an active part in all aspects of school life, particularly being involved in afterschool clubs and teams and also, as they become older, to take on roles of responsibility across the school for example leading our Parliament . In this position the children become role models for the rest of the school who look up to them. When being selected for these roles, good behaviour is encouraged and previous good behaviour will be taken into account, both as an incentive and as a reward. A Code of Conduct is in place for children in these roles/ teams. If a child has a serious behaviour incident whilst in a school team or in a responsible role it will be at the staff’s discretion as to whether the child continues in the role or represents the school in a team.

Bullying

Strategies outlined in our Discipline Procedure enable us to identify and monitor bullying within the school situation. Bullying does not apply to isolated incidents, but to consistent and repeated and targeted intimidation through; violence, name calling, racial comments or threatening behaviour. These incidents will be dealt with in line with our Discipline Procedure. We also address bullying through:

School rules

Whole School Collective Worship

Circle time

PSHE / Heartsmart

Class rewards & sanctions

See also our Anti-Bullying Policy

Policy managed by the Senior Leadership Team.

Policy updated & agreed by staff

To be reviewed annually

Most recent review – July 2026

Behaviour Policy

**APPENDIX 1 –
– Points card**

Behaviour Policy

Golden Rules

Listen

Follow instructions first time

Show respect

Try your best all the time



Reward Card _____

Date	Session 1	Break	Session 2	Lunch Time	Session 3	Session 4

Behaviour Policy



St. Ann's C.E. Primary School Nursery Centre and Early Learners
Headteacher Mrs Kate Keen BSc (Hons), NPQH

Behaviour Contract Parent Meeting

Child:

Staff Lead Contact:

At St Ann's CE Primary School is a place where everyone matters, and we develop the Christian Values of Hope, Respect and Perseverance. To support this, we have four golden rules:

Listen

Follow Instructions First Time

Show Respect

Try your Best at all times

We would like to work together with, you as parents and as a school to ensure is engaging in school life so that he/she is getting the most out of his/her time at St Ann's CE Primary and Nursery School.

Currently your child is consistently not following our school rules and therefore is at risk of exclusion.

To help to prevent this from happening, we ask that you as a parent agree to the following expectations for your child:

I agree that my child will:

- Be on time for school and lessons
- Wear full school uniform and be smart everyday
- Speak calmly and respectfully using appropriate language and tone of voice to both children and staff inside and outside of the classroom environment
- Solve problems using kind words without aggression
- Stay in class during lessons and remain on timetable or work calmly in an agreed, chosen workspace in a suitable area of school
- Follow instructions from all adults at all times

From today, as a school we will have zero tolerance if these simple expectations are not followed by your child. Some of the sanctions we will employ (dependent on the situation) will include: Class Teacher / Assistant Headteacher / Headteacher

- Reflecting on their behaviour with a member of staff during breaks, lunch time or after school
- Asking your child to stay with an adult during breaks and lunch times or after school to complete unfinished work or anything that was refused by your child during the school day
- Asking you as a parent to speak to your child by phone to reinforce school expectations
- Asking you as a parent to come into school to calm your child and complete the work / task that has been refused
- Lunchtime and/or break time fixed term exclusions
- A fixed term exclusion (suspension)
- A permanent exclusion

I agree to supporting school in implement all of the above to support with the improvement of my child's behaviour:

Signed by parent:

Signed by Child:

.....

.....

Signed by school:

.....

Date: